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ABSTRACT

Approved by the city's board of education in July 1982, Houston's Quality Assurance Program is intended to help assure continual professional growth for teachers. By establishing a system of faculty performance assessment, the program seeks to identify teachers' strengths and weaknesses, improve communication, and develop priorities for improvement. Following a brief program description, this document provides (1) a flow chart of program procedures; (2) an outline of assessment timelines and components; (3) a review of the responsibilities of the bi-/tri-dimensional assessment team members (principal, central office administrator, area associate superintendent, and deputy superintendent); (4) descriptions of personnel to be assessed, plans for growth improvement and professional refinement, summary conference procedures, postassessment outcomes, and third-party input; (5) a step-by-step review of each phase of the program; (6) a brief outline of assessment and assistance instruments/procedures; and (7) an explanation of summary assessment ratings. Ten appendixes comprising over half the document provide sample forms and other information concerning the various stages in the program. (JBM)

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Quality Assurance Program Manual

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QIE Coordinators

HOUSTON INDEPENDENT SCHOOL DISTRICT

Houston Independent School District

QIE COORDINATORS QUALITY ASSURANCE PROGRAM

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HOUSTON INDEPENDENT SCHOOL DISTRICT
Houston, Texas 77027

FOREWORD

The Quality Assurance Program for QIE Coordinators was developed with the cooperation of the Quality Integrated Education Department which is under the direction of Faye Bryant.

With input from QIE Coordinators, the proficiencies for the QIE Coordinators were identified and an instrument was developed.

The instruments and ratings were then refined by the Employee Development Department and a committee of principals appointed by Mr. Joseph Angle, Superintendent for Area Administration.

ACKNOWLEDGMENT

The people who have been involved in the development of the QIE Coordinator Quality Assurance Program deserve special recognition for their dedication and time. I would like to extend my deepest appreciation to the following people for their hard work.

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INTRODUCTION

The Quality Assurance Program (QAP), a bi- or tri-dimensional approach to assessment and assistance, is an integral part of the Houston Plan for Excellence which was approved by the Board of Education on July 8, 1982. The Houston Plan for Excellence concept paper addresses the importance of upgrading the quality of education for the students of Houston schools by identifying three areas for action. (1) a reward system for holding and attracting competent personnel, (2) a proficiency based teacher selection process, and (3) renewal and professional growth opportunities for the current staff. The Quality Assurance Program addresses the third area for action-renewal and professional growth opportunities for the current staff.

Professional staff assessment is a necessary component for improving performance which will upgrade the quality of education for students. The establishment, monitoring, and assessment of standards of behavior and performance should be related to professional growth and student achievements. The purposes of performance assessment are to provide for the improvement of instruction, to measure adherence to standards, and to provide a basis for employment decisions. A system of assessment must be reliable, valid and legal. Further, it should identify areas of strengths and weaknesses, improve communication, and develop priorities for improvement. Assistance to promote professional growth should be provided when necessary. Continual professional growth of all teachers is the goal of the Quality Assurance Program.

The evaluation of staff is a primary administrative responsibility. The Quality Assurance Program will be administered by a bi- or tri-dimensional assessment team which may consist of (1) the principal, (2) central office administrator, and (3) the area associate and/or deputy superintendent. The principal has the responsibility to supervise and observe all employees throughout the school year in addition to the administration of the QIE Coordinator Quality Assurance Program.

Repeal of Prior Policies and Procedures

This QIE Coordinator Quality Assurance Program was adopted by the Board of Education. The adoption supersedes all prior policies and procedures on QIE Coordinator evaluation in effect and will repeal and replace any policies or procedures in conflict.

Application of the Program to Contract Changes

All aspects of the Quality Assurance Program (QAP) are to be applied consistently and fairly to all employees. As set out in the QAP, it is possible that recommendations may be made by the assessment team that changes in contract status be made; i.e., termination or the return of continuing contract employees to probationary contract status. When an employee feels that a procedure of the QAP has been misapplied to him or her, a grievance may be filed under the Grievance Policy of the District. The content of the assessment, the ratings given, and the growth improvement plan are not grievable under the District's policies. However, unless a procedure provided by the QAP is maliciously misapplied or in bad faith misapplied or not applied by the assessment team or one of its members, such misapplication or failure to follow the procedures shall not prevent or be any impediment to the Board's changing any employee's contract status under the terms of the employment contracts and state laws.

QUALITY ASSURANCE PROGRAM

Training

Administrators will be trained to (1) understand the scope, nature, and intent of the assessment and assistance program, (2) understand the significant responsibilities of the assessor(s) in the assessment process, (3) understand the need for objectivity as an integral part of the assessment process; and (4) understand how the Quality Assurance Program relates to the *Texas Education Code*, the Teacher's Contract, and the *Code of Ethics and Standard Practices for Texas Educators* adopted by the Teachers' Professional Practices Commission of Texas.

Administrator training will be based upon four expectations.

Expectation 1:
Assessment should promote awareness of the strengths and weaknesses of the assessee and provide for growth and improvement.

Expectation 2:
The use of common vocabulary and criteria helps communication between administrator and teacher in the assessment process.

Expectation 3:
The administrators can identify and recognize quality job performance.

Expectation 4:
Employees should not be terminated for poor performance, but for failure to improve.

Orientation on the elements of the Quality Assurance Program will be conducted by the approved administrator or his/her designee.

FLOW CHART OF THE STEPS IN THE QIE COORDINATOR QUALITY ASSURANCE PROGRAM

1.	TRI-DIMENSIONAL TEAM DETERMINES WHO WILL BE ASSESSED AND WHO WILL BE THE ASSESSORS.	By September 15
2.	PRINCIPAL NOTIFIES EMPLOYEES AND AREA OFFICE OF EMPLOYEES WHO ARE TO BE ASSESSED AS DETERMINED BY THE TRI-DIMENSIONAL TEAM. DEPUTY SUPERINTENDENT APPROVES THE ASSESSEE/ASSESSOR LIST.	By September 15
3.	PRINCIPAL ORIENTS ASSESSEES ON THE QUALITY ASSURANCE PROGRAM.	By September 15
4.	TRI-/BI-DIMENSIONAL TEAM CONDUCTS ASSESSMENT CONFERENCE FOR EACH ASSESSEE TO MARK RATINGS ON THE ASSESSMENT INSTRUMENT.	By November 15
5.	TRI-/BI-DIMENSIONAL TEAM COMPLETES THE SUMMARY ASSESSMENT RECORD, JUSTIFICATION FORM, AND GROWTH PLAN (IF INDICATED) FOR EACH ASSESSEE.	By November 15
6.	PRINCIPAL CONDUCTS A SUMMARY CONFERENCE WITH EACH ASSESSEE. ASSESSEE AND ASSESSORS SIGN SUMMARY PRE-ASSESSMENT FORM. PRINCIPAL SENDS REPORTS TO THE APPROPRIATE PEOPLE.	By November 15
	REPEAT STEPS 4-5 FOR POST-ASSESSMENT PHASE.	By February 15 or May 15
7.	PRINCIPAL DISTRIBUTES SUMMARY POST-ASSESSMENT REPORT TO EACH PERSON INVOLVED, AND THE AREA SUPERINTENDENT FORWARDS THE ORIGINAL REPORT TO THE PERSONNEL RECORDS OFFICE.	By February 15 or May 15

TIMELINES FOR ASSESSMENTS

	BY NOVEMBER 15	BY FEBRUARY 15	BY MAY 15
ASSESSORS	PRE	POST	OR POST
Principal	. Probationary Employees (first-, second-, and third-year) . Employees new to the department/position . Employees on a growth plan . Employees who need to be assessed out of sequence One-third of the continuing contract employees	. Third-year probationary employees Employees on a growth plan	. All employees who were pre-assessed by November 15, but not post-assessed by February 15

Assistant Principals may assess continuing contract teachers/peer group members or teachers/peer group members new to the building as determined by the tri-dimensional team but only as a member of a bi-dimensional team.

	PRE	POST	OR POST
Principal Central Office Administrator	Probationary employees (first-, second- and third-year) Employees new to the department position Employees on a growth plan Employees who need to be assessed out of sequence One-third of the continuing contract employees	. Third-year probationary employees Employees on a growth plan	. All employees who were assessed by November 15, but not post-assessed by February 15

	PRE	POST	OR POST
Area Associate Superintendents	First-year probationary employees Employees on a growth plan Employees who need to be assessed as determined by the tri-dimensional team	. Employees on a growth plan	. All employees who were assessed by November 15, but not February 15

The Deputy Superintendent becomes a part of the assessment process when recommended by the bi-/tri-dimensional team.

Components of the Assessment

I. The assessors will hold conference with the assessee to discuss the proficiencies listed in the Assessment Instrument.

II. The assessment team will rate the assessee's special proficiencies for QIE coordinator and management skills which will measure adherence to standards.

III. Functional academic skills will be measured by the Educational Testing Services Pre-Professional Skills Test (PPST) or the Houston Independent School District Functional Academic Skills Test (FAST) and the HISD Content Area Test.

Assessors: Personnel Who Conduct the QAP

Tri-dimensional teams will be composed of the principal, central office administrator, and an area associate superintendent. A deputy superintendent may become a part of the team when requested by the tri-dimensional team.

Principals of small schools may serve as a second member of a bi- or tri-dimensional team at the second school during both the pre- and post-assessment to serve in the place of an instructional supervisor or associate superintendent. This may be implemented at the discretion and approval of the area deputy superintendent.

Bi-dimensional teams will be composed of the principal and a central office administrator.

A single assessor may conduct the post-assessment if the bi- or tri-dimensional assessment team concludes during the pre-assessment that the teacher/peer group member has proven his/her proficiencies. If after the first and second observations during the post-assessment period, a deficiency is identified (a "1" or "2" rating), the assessor must return to a bi- or tri-dimensional team prior to rating the teacher/peer group member on the assessment. This may be implemented at the discretion and approval of the area deputy superintendent.

Responsibilites of the Bi-/Tri-Dimensional Team Principal

Principal

1. Coordinate the assessment and assistance process.

2. Maintain records of assesses.

3. At the beginning of each school year, determine with the area associate superintendent and a list of team members and other professional staff members who are to be assessed for the next three school years; submit the list to the deputy superintendent by September 15; determine the assessor or assessment team (bi or tri). This list will be updated each year.

4. Notify all team members who are to be assessed on the "Notification of Assessment" memorandum (Appendix F) by September 15.

5. Conduct an assessment conference with the assessee and assessors. During this conference, assessors and the team member review the proficiencies, pertinent information, logs, records, etc. Ratings on the Assessment Instrument may be completed at this time.

6. With the assessment team, determine the final ratings on the Summary Assessment Record, complete the Justification Form, and develop a Growth Improvement Plan or Professional Refinement Plan.

7. Set and coordinate a Summary Conference with the assessee.

8. Write the Summary Comments on the Summary Assessment Record or the Memorandum of Record of the Summary Conference (Appendix H) for employees on a Growth Improvement Plan.

9. Coordinate the monitoring of the Growth Improvement Plan.

10. Distribute copies of the Summary Assessment Record.

    White — Deputy Superintendent who forwards the Post-Assessment Report to the Personnel Services Office
    Pink — Assessee
    Yellow — Department Files
    Goldenrod — Deputy Superintendent

Central Office Administrator

1. Assist the principal in determining a list of professional staff members to be assessed for the next three school years.

2. Attend the assessment conference with the assessee and other assessors to mark the ratings on the Assessment Instrument.

3. With the assessment team, determine ratings on the Summary Assessment Record, complete the Justification Form, and develop a Growth Improvement Plan or Professional Refinement Plan.

4. Attend the Summary Conference if necessary.

6. Assist in monitoring the Growth Plan if assigned.

Area Associate Superintendent

1. Assist the principal in determining a list of professional staff members to be assessed for the next three years.

2. Attend the assessment conference.

3. With the assessment team, complete the Summary Assessment Record, the Justification Form, and the Growth Improvement Plan or Professional Refinement Plan for the assessee.

4. Review with the Deputy Superintendent all employees the Associate Superintendent has assessed.

5. Attend the Summary Conferences if necessary.

6. Monitor the Growth Improvement Plan if indicated on the plan.

Deputy Superintendent

1. Approve the list of employees to be assessed and assessment team as determined by the tri-dimensional team.

2. Attend the assessment conference to mark the ratings on the Assessment Instrument.

3. With the assessment team, complete the Summary Assessment Record, the Justification Form, and the Growth Improvement Plan on the assessee.

Assessees: Personnel To Be Assessed

The tri-dimensional team will review all QIE coordinators who are assigned to the area office to determine who will be assessed for the school year. The tri-dimensional team is to list each staff member with his/her last assessment date. From the list, the team determines a three-year projection and/or update of assessment schedules. This three-year assessment schedule projection is to be sent to the area office. The team also determines the assessor(s) for the present school year's assessments. The following guidelines are to be used to determine the assessees and assessors. The deputy superintendent becomes a part of the assessment team when requested by the tri-dimensional team.

In the event a teacher/peer group member is absorbed, the following procedures are to applied:

a. If the absorbed teacher/peer group member is placed in a position for which he/she is certified, the teacher/peer group member is to be assessed under the procedures as outlined in the Quality Assurance Program Manual. The principal to whom the absorbed teacher/peer group member was initially assigned should send the Notification of Assessment to the principal of the school to which the absorbed teacher/peer group member has been assigned. Absorbed teachers/peer group members who are not being assessed will not be considered as a "new-to-the-building employee," and therefore will be assessed at their regular assignment.

b. If the absorbed teacher/peer group member is placed in a supernumerary or substitute teacher position, the absorbed teacher/peer group member will not be assessed until the teacher/peer group member has been assigned to a position fulltime and to a position for which he/she has certification.

GROUP	ASSESSORS
1. First-year team members	Principal; Central Office Administrator; Area Associate Superintendent/ Deputy Superintendent
2. Team members on a Growth Improvement Plan from previous school year	Principal; Central Office Administrator; Area Associate Superintendent/ Deputy Superintendent
3. All continuing contract team members new to the department/position	Principal; Central Office Administrator; When necessary, Area Associate Superintendent
4. One-third of the continuing contract team members	Principal; Central Office Administrator; When necessary, Area Associate Superintendent
5. Team members whose performances indicate a need for assessment in the judgment of a team member (Such assessment must be a consensus decision by all team members. Such assessments may be initiated at any time during the school year.)	Principal; Central Office Administrator; Area Associate Superintendent/ Deputy Superintendent

*Associate/deputy superintendent is involved if a deficiency that would require a Growth Improvement Plan is identified by the other team members or if the associate/deputy superintendent wishes to be involved.

GROWTH IMPROVEMENT PLANS

Growth Improvement Plans (Appendix E) are to be developed by the assessor(s) prior to or during the Summary Conference to address proficiency elements in which a teacher/peer group member received a rating of "1" or "2." Steps for development of the Growth Improvement Plan:

1. The assessment team identifies all "1" and "2" ratings on the indicators on the Special Proficiencies/Management/Professional Characteristics on the Assessment Instrument.

2. The indicators on which a "1" or "2" rating was given are listed and the rating justified on the Justification Form (Appendix F).

3. The proficiency element number and a specific objective are listed on the Growth Improvement Plan.

4. Using the *Resource Section* (Appendix J), the asessor(s) determine(s) specific actions to be taken by the assessee. For example, the action could be that the assessee will read a specific book, view videotapes, or videotape and critique her/his own activities. The principal is responsible for making arrangements for videotaping and may do so by calling Employee Development.

5. The assessor(s) determine(s) the Evidence of Achievement. For example, the Evidence of Achievement would be "all reports will be received on time."

6. The assessor(s) determine(s) the start and finish dates. For example, start date: November 16, 19 __ ; finish date: February 10, 19 __ .

7. The assessor(s) complete(s) the basic data and name(s) the monitor for the Growth Improvement Plan.

8. Justification Form (Appendix F), Growth Improvement Plan (Appendix E), and Assessment Instrument are attached to the Summary Assessment Record. Copies are given to the assessee at the Summary Conference.

   Deficiencies identified on the Educational Testing Service Pre-Professional Skills Test (PPST) or the HISD Functional Academic Skills Test and the HISD Content Area Examination must be corrected by the employee. The Employee Development Department will offer a *Proficiency Certification Resource Manual* which identifies resources for correcting the deficiencies identified from the exams. The *Proficiency Certification Resource Manual* will include a listing of books, software computer programs, and Employee Development courses specifically related to the skills tested.

   The employee will be responsible for registering to take the examinations and any courses needed or desired. Information about registration for the tests and courses will be available at each campus.

PROFESSIONAL REFINEMENT PLAN

Professional Refinement Plans (Appendix E) may be written for employees who have ratings of "3" or above. This plan provides for the continuous growth of professionals. A Professional Refinement Plan is developed jointly by the assessor(s) and the employee; it does not require monitoring. Completion of the activities listed on a Professional Refinement Plan does not automatically guarantee that an employee's rating will move from a "3" to a "4." Ratings are given as a result of demonstrated skills through observations or a review of work products.

SUMMARY CONFERENCE

The assessment team meets with the employee in a Summary Conference to review the assessment ratings. The purpose of the Summary Conference is to review all information collected during the assessment process.

- With advance notification, the employee is expected to extend his/her school day to attend this conference, if necessary.
- The principal is to prepare a Memorandum of Record of the Summary Conference (Appendix H) if the employee is given a Growth Improvement Plan; otherwise, comments on the Summary Assessment Record are adequate.
- Although the employee is required to sign the Summary Assessment Record, such signature indicates receipt of the document and does not imply agreement with its contents.
- If an employee receives a rating of "1" or "2" on any of the proficiencies on the Summary Assessment Record, a Growth Improvement Plan is presented to the teacher/peer group member or will be developed during the conference.

The principal is responsible for distributing the Summary Assessment Record to the proper people.

POST-ASSESSMENT OUTCOMES

Third-Year and Other Probationary Employees on a Growth Improvement Plan. These employees will be post-assessed by February 15. Each component of the Assessment Record is completed and progress on the Growth Improvement Plan is reviewed by the assessment team. A Summary Conference is held at which time one of four actions may be recommended.

1. If the probationary employee's performance is rated as professionally competent (rating of "3") on the proficiencies, the employee is recommended for the appropriate contract.
2. If the continuing contract employee's assessment indicates a professionally competent level of proficiency (rating of "3") and completion of the Growth Improvement Plan, the employee continues in employment with the appropriate contract.
3. If an employee's assessment indicates significant improvement toward completion of the Growth Improvement Plan, but he or she has not reached proficiency, (a rating of "3") the employee will be notified prior to April 1 that he or she will be returned to a probationary contract for the next school year. A new Growth Improvement Plan will be written, and the employee will be pre- and post-assessed the next school year.
4. If an employee's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency (rating of "3") has not been reached, the employee will be notified prior to April 1 that a recommendation for termination will be made.

Employees on Pay Grade 10. If the employee's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency (rating of "3") has not been reached, the employee will be notified prior to April 1 that a recommendation for termination will be made or that the employee will be returned to the previously held HISD position.

Employees not on a Growth Improvement Plan or not Third-Year or Other Probation Status; i.e., first-, second-year, continuing contract, new-to-the-building teachers/peer group members may be post-assessed by February 15 or May 15. A Summary Conference will be held between the employee and the assessment team at which time one of the two following actions may be taken:

1. If the employee's assessment indicates an acceptable level of proficiency, the employee continues in employment with the appropriate contract.
2. If the employee's assessment indicates that improvement is required, a Growth Improvement Plan will be developed and the employee will be pre-and post-assessed the next school year.

THIRD PARTY INPUT (Appendix G)

In order to have maximum effectiveness, administrators and all other professional educational personnel must be sensitive to and continually aware of both the general needs of the community and the specific needs of individuals. Input from persons within the community should be considered, weighed, and evaluated as to validity. All third party input *must be in writing*. A parent or legal guardian must sign if the initiating party is under 18 years of age.

All persons who are the subject of third party input shall, upon receipt of the written document, be allowed to defend immediately the point in question. If there is a discrepancy in the third party's story, the administrator should interview any witnesses and attempt to determine what occurred. It may be desirable for the administrator to meet with the complainant in an informal conference to determine what actually happened. A conference with the employee, the administrator, and the third party shall be a requisite to final verification.

In many cases, it will not be possible for all parties to have agreement concerning what happened, so the administrator then must act as a judge and make a ruling. If agreement can eventually be reached or if the administrator has enough facts to make factual determination, a specific incident memorandum must be prepared. Such a memorandum would explain the findings made by the administrator and the reasons for those findings. Specific directives or suggestions to the employee might also be included in the memorandum, if appropriate. The employee should be informed of the results immediately.

If the complaint is disproved, all related information must be removed from the file. If, after the investigation, the complaint is found to be true but the third party will not agree to appear as a witness, other independent evidence must be available to establish the relevant facts at a hearing; otherwise, actions adverse to the employee should not be taken.

Third party input which is determined to be valid may be used as a part of the assessment process and becomes a part of the assessment file. If such input is to be used in determining the assessment rating of a given teacher, it must be properly verified, recorded, and signed and not accepted as hearsay evidence.

Since it is essential that such input go initially to the principal, every effort must be made to assure that this approach be followed whenever possible through the establishment and enforcement of formal procedures to cover such situations.

STEPS IN THE QUALITY ASSURANCE PROGRAM

Step I ***Area/Department Review by the Tri-dimensional Team.*** By September 15, the tri-dimensional assessment team will review the status of all employees at each school/department to determine by consensus those employees to be assessed and which members of the tri-dimensional team will assess which employees. Each employee must be assessed by the principal and possibly one or two area administrators. In addition to this initial identification of employees to be assessed, any team member may identify employees who need to be assessed at any time during the school year. Such employees will be assessed upon consensus by the tri-dimensional team.

Step II ***Overview of Assessment Process.*** By September 15 of each school year, the principal will meet with employees to:

- review major responsibilities of the employee;
- orient employees on the assessment instruments;
- discuss assessment process time schedule; and
- distribute Quality Assurance Handbook.

Step III ***Notification of Assessment.*** By September 15, the principal will notify those individuals who are to be assessed on the Assessment Notification Memorandum (Appendix D). Assessees are to sign the Notification Memorandum. Employees added to the Assessment Cycle during the school year must be notified on the Assessment Notification Memorandum five days prior to beginning the formal assessment process (observations and conferences).

Step IV ***Assessment Conference with Assessee.*** The assessment team meets with the assessee to review reports, logs, and other pertinent information provided by the assessee.

Step V ***Assessment Team Rating of the Summary Assessment Record.*** The assessors will then come to a consensus on a rating for each of the major proficiencies on the Assessment Instrument and Summary Assessment Record.

To determine the rating, the assessors will make the following calculations:

1. Average the ratings for Special Proficiencies for QIE coordinator;

2. Average the ratings for Management/Proficiencies Characteristics;

3. To weight the ratings, multiply the averaged Special Proficiencies rating by two. Multiply the averaged Management/Professional Characteristics Proficiencies rating by one.

4. Total the weighted ratings and divide by three (3) to derive the total Summary Assessment rating. (See example Appendix I.) Place the rating in Section III — Summary Conference Verification.

Step VI ***Development of the Growth Improvement Plan.*** The tri-dimensional team will develop a Growth Improvement Plan or Professional Refinement Plan either prior to, during, or after the Summary Conference. The team identifies all "1" and "2" ratings on the Assessment Instrument, justifies the ratings on the Justification Form, indicates objectives, actions to be taken by the assessee, and start and finish dates on the Growth Improvement Plan.

Copies of the Growth Improvement Plan or Professional Refinement Plan, Assessment Instrument, and Justification Form are stapled to the Summary Assessment Record as a reference for the assessment team. Copies are to be given to the employee for use in planning and implementing.

Development of a Professional Plan. If an employee is rated "3" or above on all proficiencies and characteristics, the assessors and the employee may together develop a Professional Plan to provide continued professional growth opportunities. Such a plan does not require monitoring.

Step VII ***Summary Conference.*** The assessment team meets with the employee in a Summary Conference to review the assessment ratings. The purpose of the Summary Conference is to review the assessment information collected during the assessment process.

If there are no deficiencies (ratings below a "3") identified by the assessment team, and no Growth Improvement Plan, the Summary Conference may be conducted by the principal without the other assessment team members. In this instance, if there are no deficiencies, the signatures of the other assessment team members may be obtained later. The employee and the principal sign the Summary Assessment Record at the Summary Conference.

With advance notification, the employee is expected to extend his/her school day to attend this conference if necessary.

A memorandum of record (Appendix H) will be made of the Summary Conference by the principal when an employee is on a Growth Plan; otherwise, notes of the Summary Conference may be made on the Summary Assessment Record under Section III: Summary Conference Verification.

Step VIII ***Monitoring the Growth Improvement Plan.*** The plan may be monitored by any or all members of the assessment team. Completion of Growth Improvement activities does not mean that an employee has reached proficiency and that his/her rating will automatically be changed from a "1" or "2" to a "3". The rating can be changed ***only*** during the next assessment period if observations and other documentation verify that such behaviors have occurred and proficiency has been obtained.

Step IX ***Post Assessment for Third-Year and Other Probationary Employees and Employees on a Growth Improvement Plan.*** Employees who may require a change in contractual status must be post-assessed by February 15. Each component of the assessment instrument is completed and progress on the Growth Improvement Plan is reviewed by the assessment team. A second Summary Conference is held, at which time one of four actions may be recommended.

1. If the employee's performance is rated as professionally competent (rating of "3") on the proficiencies, the teacher is continued in employment with the appropraite contract.

2. If the employee's assessment indicates an acceptable level of proficiency and completion of the Growth Improvement Plan, the employee continues in employment with the appropriate contract.

3. If an employee's assessment indicates significant improvement toward completion of the Growth Improvement Plan, but he or she has not reached proficiency, the employee may be notified prior to April 1 that he or she may be returned to a probationary contract for the next school year. The Growth Improvement Plan will be updated and continued, and the employee will be pre-and post-assessed the next school year.

4. If an employee's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency has not been reached, the employee will be notified prior to April 1, that a recommendation for termination or a return to probationary status may be made.

5. ***Employees on Pay Grade 10.*** If the employee's assessment indicates that no significant improvement toward completion of the Growth Improvement Plan has occurred and proficiency (rating of "3") has not been reached, the employee will be notified prior to April 1 that a recommendation for termination will be made or that the employee be returned to the previously held HISD position.

Step X ***Post-Assessment for All Other Employees.*** Employees will be post-assessed using the same process used in the pre-assessment cycle. A Summary Conference between the employee and assessment team will be held, at which time one of two actions may be taken.

1. If the employee's assessment indicates an acceptable level of proficiency, the employee continues in employment with the appropriate contract.

2. If the employee's assessment indicates that improvement is required, a Growth Improvement Plan will be developed and the employee will be pre- and post-assessed the next school year.

NOTE: The list of actions in Steps IX and X relate only to proficiency and is not intended to be a limitation on recommendations for termination or change of contract status for the reasons list in Chapter 13 of the Texas Education Code.

ASSESSMENT AND ASSISTANCE INSTRUMENTS/PROCEDURES

The assessment instrument includes five components on which team members will be assessed. Each of the components has specific indicators that are to be rated by the assessors. The assessment includes:

- summary assessment page with assessment ratings and signatures (Appendix A)
- team member instrument containing: (Appendix B)
  - ***a.*** three indicators of special proficiencies
  - ***b.*** three indicators of management skills and professional characteristics

EXPLANATION OF SUMMARY ASSESSMENT RATINGS FOR PROFICIENCIES ON THE SUMMARY ASSESSMENT RECORD

Rating Number	Rating Notation	Explanation
4	High Quality Performance	Demonstrates, by exemplary actions, high level performance in accomplishing proficiencies and position requirements
3	Professionally Competent	Meets expectations for stated proficiencies and satisfies position requirements
2	Unsatisfactory Performance	Does not meet expectations for stated proficiencies; performance requires improvement
1	Ineffective Performance	Performs below an acceptable level for stated proficiencies; no significant improvement in performance has occurred

Appendices

APPENDIX A
QUALITY ASSURANCE PROGRAM — QIE COORDINATOR
Summary Assessment Report

SECTION I: BASIC INFORMATION AND DATA PRE-/POST-ASSESSMENT

NAME OF ASSESSEE _____ SOCIAL SECURITY NO. _____

ASSIGNMENT _____ CAMPUS _____

YEARS IN EDUCATION _____ YEARS AT PRESENT CAMPUS _____

NAMES OF ASSESSORS _____

SECTION II: ASSESSMENT INFORMATION AND DATA

1 - Ineffective Performance 2 - Unsatisfactory Performance 3 - Professionally Competent Performance 4 - High Quality Performance

A rating of 1 or 2 requires a statement of justification.

		Pre	Post
I.	Special Proficiencies for QIE Coordinator		
A.	Recruits Students for Magnet Programs	1 2 3 4	1 2 3 4
B.	Assists Principal in Organizing the QIE Instructional Program	1 2 3 4	1 2 3 4
C.	Maintains Contact with Parents and Encourages Parent Involvement	1 2 3 4	1 2 3 4
D.	Assists Principal in Maintaining the QIE Program	1 2 3 4	1 2 3 4
E.	Maintains Budget and Inventory	1 2 3 4	1 2 3 4
II.	Management Skills and Professional Characteristics		
A.	Demonstrates Management Skills	1 2 3 4	1 2 3 4
B.	Possesses Personal Traits/Skills	1 2 3 4	1 2 3 4
C.	Adheres to Timelines and Procedures	1 2 3 4	1 2 3 4

III. Proficiency Certification

A. Demonstrates Functional Academic Skills Dates Certified: Reading _____ Writing _____ Math _____

B. Demonstrates Content Area Proficiency Date Certified: _____

SECTION III: SUMMARY CONFERENCE VERIFICATION

PRE-ASSESSMENT CONFERENCE SUMMARY

_____

_____

_____

_____

PRE-ASSESSMENT RATING _____

COMMENTS BY ASSESSEE _____

_____

_____

_____
*Assessee Date

_____
Principal Assistant Principal Date

_____
Supervisor Date

_____
Area Associate Deputy Supt. Date

POST-ASSESSMENT CONFERENCE SUMMARY

_____

_____

_____

_____

POST-ASSESSMENT RATING _____

COMMENTS BY ASSESSEE _____

_____

_____

_____
*Assessee Date

_____
Principal Assistant Principal Date

_____
Supervisor Date

_____
Area Associate/Deputy Supt. Date

*Signature indicates receipt of assessment instrument.

APPENDIX B
QUALITY ASSURANCE PROGRAM — QIE COORDINATOR
Assessment Instrument

NAME OF COORDINATOR _____ SOCIAL SECURITY NO. _____

ASSIGNMENT _____ CAMPUS _____

PRE-ASSESSMENT DATE _____ POST ASSESSMENT DATE _____

ASSESSORS _____

	Pre	Post
I. SPECIAL PROFICIENCIES FOR QIE COORDINATOR		
A. Recruits Students for Magnet Program		
1. Develops recruitment plan	N/A 1 2 3 4	N/A 1 2 3 4
2. Confers with prospective students and parents	N/A 1 2 3 4	N/A 1 2 3 4
3. Participates in screening sessions to select qualified students	N/A 1 2 3 4	N/A 1 2 3 4
4. Structures the registration procedure for incoming students	N/A 1 2 3 4	N/A 1 2 3 4
5. Serves as liaison with the Transportation Department in matters relating to QIE students	N/A 1 2 3 4	N/A 1 2 3 4
B. Assists Principal in Organizing the QIE Instructional Program		
1. Develops program objectives and organizes a recordkeeping system to monitor those objectives	N/A 1 2 3 4	N/A 1 2 3 4
2. Participates in ongoing evaluation and modification of program as needed	N/A 1 2 3 4	N/A 1 2 3 4
3. Assists the principal in selection of QIE personnel	N/A 1 2 3 4	N/A 1 2 3 4
C. Maintains Contact with Parents and Encourages Parent Involvement		
1. Handles contacts with parents in a manner consistent with District policies	N/A 1 2 3 4	N/A 1 2 3 4
2. Is available to meet with parents for Fail-Safe and other conferences	N/A 1 2 3 4	N/A 1 2 3 4
D. Assists Principal in Maintaining the QIE Program		
1. Designs QIE inservice for QIE teachers and paraprofessionals	N/A 1 2 3 4	N/A 1 2 3 4
2. Works with individual teachers to improve classroom instruction	N/A 1 2 3 4	N/A 1 2 3 4
3. Assists principal in the effective utilization of QIE support personnel	N/A 1 2 3 4	N/A 1 2 3 4
4. Assists principal in maintaining the QIE Instructional program with that of the General Instructional Services program	N/A 1 2 3 4	N/A 1 2 3 4
5. Assists in the development of curriculum items and selects materials with the assistance of Magnet Teachers and the approval of the principal	N/A 1 2 3 4	N/A 1 2 3 4
E. Maintains Budget and Inventory		
1. Assists in the preparation of the QIE budget and financial reports	N/A 1 2 3 4	N/A 1 2 3 4
2. Expends budget allocations competently, within established timelines	N/A 1 2 3 4	N/A 1 2 3 4
3. Maintains the supplies, materials, equipment, and inventory for the QIE program	N/A 1 2 3 4	N/A 1 2 3 4
II. MANAGEMENT SKILLS AND PROFESSIONAL CHARACTERISTICS		
A. Demonstrates Management Skills		
1. Completes tasks	N/A 1 2 3 4	N/A 1 2 3 4
2. Demonstrates fact-finding skills	N/A 1 2 3 4	N/A 1 2 3 4
3. Demonstrates decision-making skills	N/A 1 2 3 4	N/A 1 2 3 4
4. Manages time	N/A 1 2 3 4	N/A 1 2 3 4
5. Demonstrates oral communication skills	N/A 1 2 3 4	N/A 1 2 3 4
6. Demonstrates written communication skills	N/A 1 2 3 4	N/A 1 2 3 4
7. Handles conflict	N/A 1 2 3 4	N/A 1 2 3 4
8. Demonstrates an awareness of social/situational environment	N/A 1 2 3 4	N/A 1 2 3 4
9. Exhibits sensitivity	N/A 1 2 3 4	N/A 1 2 3 4
B. Possesses Personal Traits/Skills		
1. Demonstrates stress tolerance	N/A 1 2 3 4	N/A 1 2 3 4
2. Demonstrates professional integrity	N/A 1 2 3 4	N/A 1 2 3 4
3. Demonstrates flexibility	N/A 1 2 3 4	N/A 1 2 3 4
4. Exhibits positive work attitudes	N/A 1 2 3 4	N/A 1 2 3 4
5. Exhibits a professional appearance	N/A 1 2 3 4	N/A 1 2 3 4
6. Maintains confidentiality	N/A 1 2 3 4	N/A 1 2 3 4
7. Maintains high energy level	N/A 1 2 3 4	N/A 1 2 3 4
8. Demonstrates self-confidence	N/A 1 2 3 4	N/A 1 2 3 4

APPENDIX B
QUALITY ASSURANCE PROGRAM — QIE COORDINATOR 19
Assessment Instrument
-2-

	Pre	Post
C. Adheres to Timelines and Procedures		
1. Follows building/department procedures for use of materials, AV equipment, etc.	N/A 1 2 3 4	N/A 1 2 3 4
2. Complies with building/department rules, regulations, directives, and timelines	N/A 1 2 3 4	N/A 1 2 3 4
3. Follows District policies and procedures	N/A 1 2 3 4	N/A 1 2 3 4
4. Meets HISD attendance policy	N/A 1 2 3 4	N/A 1 2 3 4
5. Is punctual	N/A 1 2 3 4	N/A 1 2 3 4

COMMENTS _____

_____

_____

_____

PRE-ASSESSMENT

_____
QIE Coordinator

ASSESSORS:

_____

_____

_____

POST-ASSESSMENT

_____
QIE Coordinator

ASSESSORS:

_____

_____

_____

APPENDIX C
EXPLANATION OF SUMMARY ASSESSMENT RATINGS FOR PROFICIENCIES ON THE SUMMARY ASSESSMENT RECORD

Rating Number	Rating Notation	Explanation
4	High Quality Performance	Demonstrates, by exemplary actions, high level performance in accomplishing proficiencies and position requirements
3	Professionally Competent	Meets expectations for stated proficiencies and satisfies position requirements
2	Unsatisfactory Performance	Does not meet expectations for stated proficiencies; performance requires improvement
1	Ineffective Performance	Performs below an acceptable level for stated proficiencies; no significant improvement in performance has occurred.

EXPLANATIONS OF RATINGS FOR PROFICIENCY ELEMENTS ON THE QIE INSTRUCTIONAL COORDINATOR ASSESSMENT INSTRUMENT

I. SPECIAL PROFICIENCIES FOR QIE COORDINATOR

A. RECRUITS STUDENTS FOR MAGNET PROGRAM

	1	2	3	4
1. DEVELOPS RECRUITMENT PLAN	Is unavailable for visits to schools and does not accept other invitations	Is available for some school visits and accepts some invitations to speak	Is available for most school visits and for most speaking engagements	Is available for school visits, and organizes other opportunities to speak to individuals and groups
2. CONFERS WITH PROSPECTIVE STUDENTS AND PARENTS	Is not available for prospective student and parent conferences	Is sometimes available for prospective student and parent conferences	Is available for prospective student and parent conferences	Actively encourages prospective student and parent conferences and visits to program
3. PARTICIPATES IN SCREENING SESSIONS TO SELECT QUALIFIED STUDENTS	Does not participate in screening session(s)	Participates in screening session(s)	Coordinates screening session(s) and maintains profile on each student	Coordinates screening session(s) in an organized manner and maintains profile on each student
4. STRUCTURES THE REGISTRATION PROCEDURE FOR INCOMING STUDENTS	Expects counselors and registrar to take responsibility for registration	Is willing to confer with counselors and registrar about registration procedure	Helps structure the schedules for incoming Magnet students	Structures and actively participates in the scheduling for incoming Magnet students

	1	2	3	4
5. SERVES AS LIAISON WITH THE TRANS-PORTAION DEPART-MENT IN MATTERS RELATING TO QIE STUDENTS	Does not serve as liason with the Transportation Department in matters relating to QIE students	Seldom serves as liaison with Transportation Department in matters relating to QIE students	Consistently serves as liaison with the Transportation Department in matters relating to QIE students	Reliably serves as liaison with the Transportation Department in matters relating to QIE students and actively seeks solutions to their individual transportation problems
B. ASSISTS PRINCIPAL IN ORGANIZING THE QIE INSTRUCTIONAL PROGRAM				
1. DEVELOPS PROGRAM OBJECTIVES AND ORGAN-IZES A RECORD-KEEPING SYSTEM TO MONITOR THOSE OBJECTIVES	Develops few program objectives; keeps records in a disorganized manner so that program objectives cannot be monitored	Develops program objectives that do not meet program needs; keeps record haphazardly so that objectives are monitored poorly	Develops program objectives that meet program needs; organizes a recordkeeping system that monitors the objectives adequately	Develops program objectives that meet the needs of individual program; keeps well-organized, accessible records that constantly monitor the objectives
2. PARTICI-PATES IN ONGOING EVALUATION AND MODIFI-CATION OF PROGRAM AS NEEDED	Does not foster ongoing evaluation and modification of the program; is unwilling to accept others' suggestions for program modifications	Infrequently participates in evaluation and modification of the program; is sometimes willing to accept others' suggestions for program modifications	Participates in ongoing evaluation of the program; is open to others' suggestions for modifications of the program whenever they are needed	Actively participates in ongoing evaluation of the program; elicits suggestions from others for modifications for improvement in the program
3. ASSISTS THE PRINCIPAL IN SELECTION OF QIE PERSONNEL	Provides minimal assistance to the principal in selecting QIE personnel	Provides assistance that is subjective and/or unhelpful in selecting QIE personnel	Provides helpful assistance to the principal in the selection of QIE personnel	Provides objective, helpful assistance to the principal in the selection of QIE personnel
C. MAINTAINS CONTACT WITH PARENTS AND ENCOURAGES PARENT INVOLVEMENT				
1. HANDLES CONTACTS WITH PARENTS IN A MANNER CONSISTENT WITH DISTRICT POLICIES	Handles contacts with parents in ways that frequently conflict with District policies so that parents register complaints	Handles contacts with parents in ways that occasionally cause conflicts or problems	Consistently handles contacts with parents following District policies	Handles contacts with parents in a manner that reflects well on the District
2. IS AVAIL-ABLE TO MEET WITH PARENTS FOR FAIL-SAFE AND OTHER CONFER-ENCES	Does not schedule conferences or meet with parents unless forced to do so	Sets meeting dates but frequently fails to meet with parents	Meets with parents when required	Contacts and meets with parents at own initiative

D. ASSISTS PRINCIPAL IN MAINTAINING THE QIE PROGRAM

	1	2	3	4
1. DESIGNS QIE INSERVICE FOR QIE TEACHERS AND PARAPRO-FESSIONALS	Disregrards the need for QIE inservice	Provides few useful ideas for the design of the QIE inservice	Provides useful ideas for the design of the QIE Inservice	Provides creative, current, useful ideas for the design of the QIE inservice
2. WORKS WITH INDIVIDUAL TEACHERS TO IMPROVE CLASSROOM INSTRUC-TION	Does not work with teachers to improve instruction	Works with some teachers; provides some useful suggestions for improvement	Works with individual teachers as needed; provides useful suggestions for improvement	Initiates work with individual teachers whenever a need is seen; provides helpful suggestions for improvement
3. ASSISTS PRINCIPAL IN THE EFFECTIVE UTILIZATION OF QIE SUPPORT PERSONNEL	Does not assist principal in scheduling or supervising clerks and aides	Assists infrequently in scheduling and supervising clerks and aides	Provides useful assistance in scheduling and supervising clerks and aides	Provides specific suggestions to the principal for effective scheduling and supervision of clerks and aides
4. ASSISTS PRINCIPAL IN MAIN-TAINING THE QIE INSTRUC-TIONAL PROGRAM WITH THAT OF THE GENERAL INSTRUC-TIONAL SERVICES PROGRAM	Does not assist principal in coordinating the Magnet program with the general educational program	Assists the principals, when asked, in coordinating the Magnet program with the general educational program	Provides helpful assistance to the principal in coordinating the Magnet program with the general educational program	Takes the initiative in providing ideas for effective coordination of the Magnet program with the general educational program
5. ASSISTS IN THE DE-VELOPMENT OF CURRIC-ULUM ITEMS AND SELECTS MATERIALS WITH THE ASSISTANCE OF MAGNET TEACHERS AND APPROVAL OF THE PRINCIPAL	Seldom develops curriculum items or selects materials for the program; does not work cooperatively with teachers on curriculum development	Develops some curriculum items and selects some materials; works cooperatively with most teachers on curriculum development	Develops curriculum items and selects materials at the request of teachers; works cooperatively with all teachers	Takes the initiative in developing curriculum items and selecting appropriate mateials; works cooperatively and effectively with all teachers

E. MAINTAINS BUDGET AND INVENTORY

	1	2	3	4
1. ASSISTS IN THE PREPARATION OF THE QIE BUDGET AND FINANCIAL REPORTS	Does not assist in the preparation of the budget or financial reports	Provides minimal or inadequate assistance in the preparation of the budget and financial reports	Provides useful assistance in the preparation of the budget and financial reports	Provides highly efficient assistance in the preparation of the budget and financial reports
2. EXPENDS BUDGET ALLOCATIONS COMPETENTLY, WITHIN ESTABLISHED TIMELINES	Never expends budget allocations within the established timelines; wastes money	Seldom expends budget allocations within the established timelines; occasionally spends money carelessly	Expends budget allocations within the established timelines; spends money competently	Expends budget allocations on or before established timelines; spends money wisely
3. MAINTAINS THE SUPPLIES, MATERIALS, EQUIPMENT, AND INVENTORY OF THE QIE PROGRAM	Seldom maintains supplies, materials, and equipment; inventory is incomplete and/or inaccurate	Maintains supplies, materials, and equipment in a hapazard manner; prepares an inventory that is occasionally incomplete and/or inaccurate	Maintains supplies, materials, and equipment; prepares an inventory that is complete and accurate	Maintains supplies, materials, and equipment very well; prepares an inventory that is accessible, complete, and accurate

II. MANAGEMENT PROFICIENCIES AND PROFESSIONAL CHARACTERISTICS

A. DEMONSTRATES MANAGEMENT SKILLS

1. COMPLETES TASKS	Does not complete tasks, causing others to be held up in their work	Completes some tasks, but does not complete all tasks	Completes major and minor tasks so that work flows smoothly	Organizes and completes tasks ahead of schedule in an exemplary manneer
2. DEMONSTRATES FACT-FINDING SKILLS	Asks surface questions, using disorganized approach, and cannot determine the relevant facts	Asks questions in a disorganized way so that facts are not brought to the surface	Asks questions in a systematic manner to obtain facts	Probes with questions, using a systematic approach to uncover pertinent facts
3. DEMONSTRATES DECISION-MAKING SKILLS	Does not use logical or sound judgment in making a decision so that the results cause confusion and dissatisfaction among staff members	Uses some rational judgments, but allows emotions and outside pressures to sway the choice	Uses rational judgment in making decisions and involves others when necessary	Uses logical and sound judgment in choosing a particular course of action; involves others at the appropriate time; generates and evaluates options for courses of action
4. MANAGES TIME	Spends time on irrelevant activities and fails to deal with matters in a timely manner	Spends time on incidental matters that do not lead to task completion; is late in handling matters of importance	Uses time effectively to complete all assigned tasks on schedule	Uses time so that tasks are accomplished effectively and has time to take on new assignments

	1	2	3	4
5. DEMONSTRATES ORAL COMMUNICATION SKILLS	Uses incorrect and substandard English; presents information in a disorganized manner so that confusion results	Makes grammatical and pronunciation mistakes frequently; presents information so that numerous questions must be asked for clarification	Uses correct grammar and standard English; clearly articulates information and ideas so that listeners respond	Uses correct grammar and standard English effectively; clearly articulates information and ideas orally, in formal and informal situations, so that listeners respond in positive manner
6. DEMONSTRATES WRITTEN COMMUNICATION SKILLS	Writes at a level that is below professional standards; needs a great deal of work on written English skills; writes illegibly	Frequently makes errors in spelling, punctuation, and/or grammar; English skills require improvement; occasionally writes illegibly	Writes competently; seldom makes errors in spelling, punctuation, and/or grammar; consistently writes legibly	Writes effectively and concisely; uses specific, clear vocabulary and follows all rules of spelling, punctuation, and grammar; writes legibly and neatly
7. HANDLES CONFLICT	Does not recognize conflict; causes conflicts by his/her own actions and words	Allows conflict to occur frequently without any interventions; avoids confronting conflict	Recognizes conflict and takes action to resolve the conflict	Recognizes the potential for conflict and takes steps to prevent unnecessary conflict
8. DEMONSTRATES AN AWARENESS OF SOCIAL/ SITUATIONAL ENVIRONMENT	Does not notice verbal or nonverbal cues from others; is unaware of how others react toward him/her	Notices direct verbal and nonverbal cues aimed at him/her, but does not react appropriately	Notices verbal and nonverbal cues aimed at him/her and responds appropriately	Notices verbal and nonverbal cues aimed at him/her and at others, and responds in an appropriate and constructive manner
9. EXHIBITS SENSITIVITY	Does not recognize the needs, concerns, and personal problems of others; actions and remarks cause sensitive situations	Recognizes the needs, concerns, and personal problems of others, but does not use knowledge in dealing with others so that others are frequently offended	Perceives needs, concerns, and personal problems of others and tactfully deals with people	Perceives the needs, concerns, and problems of others; tactfully and effectvely deals with people concerning sensitive issues; knows what information to communicate and to whom; takes steps to prevent the development of sensitive situations
B. POSSESSES PERSONAL TRAITS/SKILLS				
1. DEMONSTRATES STRESS TOLERANCE	Becomes confused and causes others to become confused when under pressure and opposition; cannot think of any answer spontaneously	Becomes confused when under pressure and opposition; answers questions spontaneously, but in an unclear manner, so that confusion still exists	Works well under pressure and opposition; thinks clearly and answers questions adequately under all circumstances	Effectively performs well under pressure and opposition; thinks quickly and clearly under all circumstances; answers any questions appropriately

	1	2	3	4
2. DEMONSTRATES PROFESSIONAL INTEGRITY	Does not adhere to ethical codes and policies and influences others in an unprofessional manner; represents the district in a negative light	Adheres to ethical codes and policies when it is advantageous for him/her, or when under pressure to do so; poorly represents the district	Adheres to ethical codes and policies in dealing with people and issues; promotes the goals of the district	Adheres to ethical codes and policies in dealing wtih people and issues, thereby influencing others; represents the district with dignity, and promotes the goals of the district/department
3. DEMONSTRATES FLEXIBILITY	Will not try to change or adapt to situations; adheres to rigid past behaviors	Adapts to change and situations when forced to do so and expresses unwillingness to adapt	Adapts to change and situations as needed	Perceives the need for change and adapts to situations to facilitate needed action
4. EXHIBITS POSITIVE WORK ATTITUDES	Conveys negative feelings and thoughts which cause others to act correspondingly	Conveys negative feelings and thoughts	Conveys positive feelings and thoughts	Evidences exceptionally positive feelings and thoughts which cause others to act correspondingly
5. EXHIBITS A PROFES—SIONAL APPEARANCE	Personal grooming is untidy and unclean; clothing is inappropriate	Grooming and clothing are untidy and/or occasionally inappropriate	Personally well-groomed and appropriate attired	Always personally well-groomed and appropriately attired
6. MAINTAINS CONFIDENTIALITY	Misuses information so that others are harmed	Gives information to inappropriate persons	Handles information according to policies and procedures	Handles information in a discreet manner, with proper authorities, so that no one is harmed
7. MAINTAINS HIGH ENERGY LEVEL	Maintains a low energy level so that work is not completed and slows down the flow of work	Has high energy in spurts and tires early in the workday	Maintains a consistently high energy level throughout the day	Operates consistently at a high energy level throughout the workday; is consistently being productive, which causes others to act in a similar fashion
8. DEMONSTRATES SELF-CONFIDENCE	Does not demonstrate self-assurance or a sense of direction, so that others behave correspondingly	Frequently demonstrates a lack of self-assurance or a vague sense of direction, so that others feel uncomfortable and lack confidence in the person	Demonstrates self-assurance and a sense of direction	Demonstrates self-assurance and a clear sense of direction, causing others to behave correspondingly
C. ADHERES TO TIMELINES AND PROCEDURES				
1. FOLLOWS BUILDING/ DEPARTMENT PROCEDURES FOR USE OF MATERIALS, AV EQUIPMETN,ETC.	Loses or damages materials or equipment; rarely handles materials and equipment according to building/department procedures	Inconsistently handles materials and equipment according to building/department procedures	Consistently handles all materials and equipment according to building/department procedures	Handles all materials and equipment according to building/department procedures and maintains materials and equipment carefully

	1	2	3	4
2. COMPLIES WITH BUILDING/ DEPARTMENT RULES, REGULATIONS, DIRECTIVES, AND TIMELINES	Rarely follows rules and continues to break rules after being corrected	Inconsistently follows rules; or does not comply with rules unless specifically instructed	Consistently follows rules	Follows rules and helps set standards through positive examples
3. FOLLOWS DISTRICT POLICIES AND PROCEDURES	Rarely follows policies and procedures even after being corrected	Inconsistently follows policies and procedures, and must be reminded to follow them	Consistently follows policies and procedures	Follows policies and procedures and sets standards through example
4. MEETS HISD ATTENDANCE POLICY	Abuses policy by excessive absences	Requires improvement in attendance; sometimes abuses policy by unnecessary absences	Meets HISD attendance policy; follows procedures correctly when absence is unavoidable; no unexcused absences	Has perfect attendance
5. IS PUNCTUAL	Rarely arrives on time	Inconsistently arrives on time	Consistently arrives on time	Always arrives on time

APPENDIX D

MEMORANDUM

Date:

To: Mr./Mrs. _____

From: Mr./Mrs. _____

Re: Assessment Performance

As stipulated in the Quality Assurance Program, I am notifying you that you will be assessed during the 198___ - 198___ school year. I reviewed the Teacher Quality Assurance Program and assessment process with you on _____ .

If you did not receive a copy of the Quality Assurance Program or have questions, please notify me in writing.

X _____

Signature of Assessee

GROWTH IMPROVEMENT/PROFESSIONAL REFINEMENT PLAN

ADMINISTRATOR _____ DATE _____

ASSESSORS _____ School _____

PRE ____ POST ____

Indicator	Specific Goals To Be Met During The Assessment Period for Either Growth and/or Improvement	Specific Actions to be Taken	Evidence of Achievement of Goals and Objectives	Activity Dates	
				Start	Finish

APPENDIX E

JUSTIFICATION FORM

ASSESSEE _____ ASSESSORS _____ PRE _____

_____ POST _____

_____

STRENGTHS/WEAKNESSESS

35

RATIONALE

36

APPENDIX F

APPENDIX G
GUIDELINES FOR THIRD PARTY INPUT

After consultation with the attorney for the school district, the following points are made in an effort to answer legal and procedural questions which might arise relative to third party input.

The following points should be stressed with regard to third party information.

Concerning the confidentiality of personnel records, it should be noted that under the constraints and protections of the United States Constitution, school personnel should be careful to avoid making public statements, orally or in writing, which will seriously damage another employee's standing and reputation in the community.

Further, personnel records may not be released if the release would constitute an unwarranted invasion of the employee's personal privacy under the Texas Open Records Law, Article 6252-17a. A personnel file is defined in Section 580.000, HISD Board Policies and Administrative Procedures as:

> "...any and all information and/or records relating to offices and employees of the Houston Independent School District, both past and present, when such information and/or records might directly or indirectly disclose the identity of the individual officer or employee to which the information or record relates."

Once completed, the third party information document must not be given to any member of the public regardless of the disposition of the third party input. In addition, this document will be retained in an employee's personnel file only if the complaint has been found to be true.

An example of how the written summary to the third party concerning the action taken can be made is as follows:

> "Your report concerning an incident at ABC Elementary School was investigated, and the matter has been resolved. If you have any questions, please call."

Neither the names of persons nor an evaluation of the third party input should be included in this summary.

The location and custody of an employee's personnel file is a matter of HISD Board Policy and Administrative Procedures. HISD Board Policy and Administrative Procedure, Sections 580.110 and 582.000 appoint the Deputy Superintendent for Personnel as the custodian of personnel records and provide that items in a teacher's file not available to the teacher shall not be used against him or her. Under the proposal in this handbook, the third party contacts which are found to be true and used in the evaluation, must be made a part of the employee's permanent personnel file in the Administration Building. If the third party input is refuted, no information concerning the input would be placed in the employee's personnel file.

The procedure for handling a third party contact also provides that a record of all contacts be retained in the principal's file at the school. The reason a copy of the disposition of the input is included in the building or department files, regardless of whether the input was valid, is to provide the principal or department head with a file on all third party input should a third party inquire about the disposition of his or her input at a later date. Since this is the purpose of maintaining all third party input in the building or department file, consideration will be given to providing a process of the systematic destruction of these materials after they no longer serve that purpose.

APPENDIX H

SAMPLE MEMORANDUM OF RECORD (SPECIFIC DIRECTIVES)

The principal is required to write a Memorandum of Record of the Summary Conference if the teacher/peer group member receives a Growth Improvement Plan. The memorandum must contain

- Full name of the assessee
- Full name of the principal
- Date of the memorandum
- Purpose of memorandum (areas of concern)
- Specific observations
- Dates of observations and strategies for improvement
- References to documentable directions only
- A conclusion
- Assessee's and principal's signatures
- Assessee's response (if desired)

Date: May 5, 1983

To: John Doe

From: The Principal

Re: Conference of May 1, 1983

Over the past two years you and I have discussed your performance as a teacher at Theodore Inskeep Technical School. We have had numerous conferences to discuss incidents which have arisen as well as our scheduled assessment conferences. As we neared the end of this school year, it became apparent to me that you were continuing to experience difficulties in complying with directives and in meeting the school district's standards in certain instructional and non-instructional areas. With this in mind, we had a conference in my office on May 1, 1983, to discuss your performance. At that conference, we discussed the following areas, and I gave you specific directives for improvement.

1. Preparation and submission of lesson plans. Since your arrival two years ago, you have experienced difficulty in submitting lesson plans in a timely fashion. You have acknowledged this on prior occasions such as in our conferences of November 5, 1981, March 16, 1982, and September 30, 1982. In these conferences you acknowledged that this was a problem, but you stated that your night classes at graduate school kept you from consistently completing the lesson plans on time. You stated that you felt this was a legitimate excuse. I explained to you that, while taking further coursework was good, the demands of graduate courses do not excuse failure to meet the requirements of your job. I advised you that I must have the clearly written and completed lesson plans in my box by 4:00 p.m. every Friday.

2. Teacher-student relations. This is another area of historical difficulty. We discussed your initial failure to challenge a student for a hall pass on November 5, 1981; your failure to discipline students for setting fire to a trash can in your room on January 15, 1982; and your failure to discipline disruptive classes which caused Mr. Teacher and Ms. Teacher to complain on numerous occasions in the spring of 1982. We discussed these incidents in detail at your evaluation conference on March 10, 1982. You have acknowledged that these incidents occurred and have promised to make corrections, but you continue not to ask students in the hall for passes (January 6, and 25, 1982, and April 1, 16 and 25, 1983), and your classes have continued to be distractive to other teachers and students. As we discussed, these types of incidents and your failure to deal with them cannot continue. You must make the necessary corrections immediately.

3. Classroom work and the issuance of grades. As we discussed, this is the most serious problem you have as a teacher. On four nine-week periods, you were from one to two days late in getting your grades into my office (October 15, 1981; April 1, 1982; October 17, 1982; and March 30, 1983). After each of these incidents, I conferred with you, and once again, you blamed your night classes for the delay. I once again explained that the reason was not sufficient. In the latter of these conferenes, April 2, 1983, you acknowledged that you had no daily or test grades for Health Education Period I and only two grades for Health Education Period 3. As has been explained at the first faculty meeting of each year and as contained on page 6 of the Faculty Handbook, you must have at least six daily grades and two test grades for each nine weeks of reporting period. I specifically directed you to comply with these requirements.

Mr. Doe, the situation is serious. As I told you, I recommend your employment for the 1982-83 school year only because of your assurance that you will correct these deficiencies and follow these directives and school board policies. You have been given a growth plan in connection with your assessment, and numerous aids have been made available to you. Your pre- and post-assessment ratings will not allow you to be eligible for Second Mile Stipends for this school year. As you and I discussed, I want this to work out so that you will become a successful teacher and so that you can continue to teach here. However, if you fail to follow any of the directives which we discussed at our conference (as outlined in this memorandum), I will have no choice but to recommend that your employment with the district be terminated immediately.

If you have any questions concerning these directives or if you disagree with the facts or conclusions stated in this memorandum, please advise me in writing no later than _____(date)_____ so that we can meet and discuss any differences.

/S/ _____
The Principal

I have received a copy of this memorandum.

/S/ _____ _____(Date)_____

APPENDIX I

EXAMPLE: OVERALL RATING FOR QIE COORDINATOR ON THE SUMMARY ASSESSMENT RECORD

(name) _____ received the following ratings:

	I. Special Proficiencies for QIE Coordinator	
	A. Recruits Students for Magnet Program	3
	B. Assists Principal in Organizing the QIE Instructional Program	4
	C. Maintains Contact with Parents and Encourages Parent Involvement	3
	D. Assists Principal in Maintaining the QIE Program	3
	E. Maintains Budget and Inventory	3
STEP 1	(Add the five ratings and average)	16 divided by 5 equals 3.2
	II. Management Skills and Professional Characteristics	
	A. Demonstrates Management Skills	4
	B. Posesses Personal Traits/Skills	3
	C. Adheres to Timelines and Procedures	3
STEP 2	(Add the five ratings and average)	10 divided by 3 equals 3.3
STEP 3	(Weight the ratings):	
	Special Proficiencies Average Rating X 2	3.2 X 2 = 6.4
	Management Skills and Professional Characteristics X 1	3.3 X 1 = 3.3
STEP 2	Total Weighted Ratings	9.7
	Divided by 3	9.7 divided by 3 equals 3.2
	Total Summary Assessment Rating	3.2

Place this Summary Assessment Rating in either the Pre-Assessment Rating space or the Post-Assessment Rating space on the Summary Assessment Record, Section III: Summary Assessment Verification.

APENDIX J

RESOURCE MANUAL FOR QIE COORDINATOR QUALITY ASSURANCE PROGRAM

Number	Proficiency	Resource	Description	HISD Location
A	Recruits Students for Magnet program	"Maganet Programs K-12" slide tape produced by HISD Magnet Office, 10 minutes	Overview of elementary, middle, and senior high Magnet programs	Professional Library
		"Get Magnetized" Slide tape produced by HISD Magnet Office, 10 minutes	Description of each senior high Magnet program	Professional Library
		"Teachers Make Magnets Magic" video tape produced for Community Forum by University of Texas Health Science Center, 4/83, 30 minutes	On site taping of 3 exemplary Magnet teachers in action	IMS Office
		"The Acts and Sciences of Magnet Schools" Videotape produced for Community Forum by University of Texas Health Science Center, 4/83, 30 minutes	Description of specific Fine Arts, Math/Science programs	IMS Office
		Study Sheets; *Communications, Seven Basic Steps in the Sales Interview, Getting Appointments and Pointers for Telephone Contact, Image of the Modern Salesperson,* All in Coordinator's Handbook, Recruitment Section		Coordinator's Office Magnet Office
B.	Assists Principal in Organizing the QIE Instructional Program	Curriculum Bulletins	HISD curriculum bulletins containing specific objetives for each grade level, subject	Principal's Office Warehouse
		Program Summaries for current year prepared by Magnet office	Description of program components, type of program, number of students to be served.	Coordinator's Office
C.	Maintains Contact with Parents and Encourages Parent Involvement	370.193/R498/CSSC Rich, D. *101 Activities for Building More Effective School/Community School Involvement.* Washington, D. C., Home & School Institute, Trinity College, 1976		Houston Public Library

Number	Proficiency	Resource	Description	HISD Location
		Elementary School Public Relations Kit, National Association of Elementary School Principals and National School Public Relations Association, 1980		Magnet Office
		Secondary School Public Relations Kit, National School Public Relations Association, 1980		Magnet Office
D.	Assists principal in Maintaining the QIE Program	"Elements of Successful Instruction." Part 1, 16 mm film by Special Purpose Films, Aptos, CA	Dr. Madeline Hunter's lectures introduce the seven elements: anticipatory set (focus), objective and purpose, input, modeling, checking for understanding (monitor and adjust), guided practice, and independent practice.	Film Library
		"Elements of Successful Instruction." Part II, 16 mm film by Special Purpose Films, Aptos, CA	Real classroom teachers employ the seven elements to accomplish successful instruction.	Film Library
		Hunter, M. *Mastery Teaching*, El Segundo, CA: TIP Publications, 1982, pp. 21-22/ 68; 87-90.	Explanation and examples in use of "knowledge of results"	Professional Library Area Offices
		Curriculum Bulletins	HISD curriculum bulletins containing specific objectives for each grade level, subject	Principal's Office Warehouse
E.	Maintains Budget and Inventory	"The Budget Code," HISD Bulletin for current year. Coordinator's Handbook, Budget Section	Explanation of basic budget structure used by HISD	Coordinator's Office Magnet Office
		"Expenditure Object Code," TEA Bulletin for current year, Coordinator's Handbook, Budget Sectaion	Explanation of each budget object	Coordinator's Office Magnet Office
		Program Summaries for current year prepared by Magnet office	Board-approved Magnet budget	Coordinator's Office